



# ACCESSIBILITY PLAN

DRAFT

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- create an environment that secures the inclusion of staff, parents or visitors whilst working or visiting
- Our school aims to treat all its pupils, staff, parents or visitors fairly and with respect. This involves providing access and opportunities for all members of the community without discrimination of any kind.

At Lady Jane Grey Academy we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. This is reflected in our school mission statement

### Mission statement:

We believe that our school should be a place of partnership in learning and growing between children, parents, staff and governors. Every member of the school family works towards and actively promotes our school's Great Expectations, ensuring that we will....be the best we can be!

### Curriculum Intent:

Lady Jane Grey Academy puts all of our children's learning and well-being at the heart of everything we do. We give our children a curriculum that is engaging, inspiring and enthuses a lifelong love of learning. We achieve this by:

- Providing breadth and depth across the entire curriculum which ignites a thirst for further independent learning
- Offering a progression of skills and knowledge which has been carefully selected for the children we teach
- Facilitating a safe and tolerant learning environment which promotes determination, resilience and confidence
- Encouraging an understanding of mutual respect, democracy and celebrating diversity of religious and moral beliefs
- Equipping children with the tools to live happy , healthy and fulfilling lives

- Celebrating the uniqueness and achievements of every member of our school family
- Enriching and enhancing lives by participating within our village and wider community

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Each year as part of teacher training days, staff revisit the objectives of the accessibility plan. Updates and strategies are shared through staff meetings and whole school twilight sessions.

The school supports any available partnerships to develop and implement the plan.

The Accessibility Plan should be read in conjunction with the following school policies found at:

<https://www.ladyjanegreyprimary.org.uk/about-us/key-policies/>

Our school's **complaints procedure covers the accessibility plan**. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, **including: pupils. Parents, staff and governors.**

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	To promote inclusion within the class setting and the school community	Curriculum to be reviewed after introductory year	Curriculum Manager	July 2020	
	We use resources tailored to the needs of pupils who require support to access the curriculum.	To ensure early identification of accessibility resources to support academic achievement by all children	Additional Curriculum resources to be requested and purchased where applicable	Class teachers/ School Business Manager	July 2020	
	Curriculum resources include examples of people with disabilities.	To ensure the Promotion of all SEN and Disabilities positively	Visual timetables/ photographic evidence showing pictures to be checked for inclusivity and ethnic diversity	Class teachers SLT book trawl	July 2020	

	Curriculum progress is tracked for all pupils, including those with a disability.	To identify through Pupil progress meetings any support or early intervention identifying changing provision	Half termly with DHT	DHT/ Class teacher	ongoing	
	Targets are set effectively and are appropriate for pupils with additional needs.	To ensure that targets are aspirational and appropriate of the additional need	Half termly with DHT	DHT/ Class teacher	Ongoing	
	The curriculum is reviewed to ensure it meets the needs of all pupils.	To ensure that the curriculum remains broad, balanced , inspirational and appropriate	SLT	Annual review	July 2020	
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> </ul>	To ensure that the school is accessible to all users and that that the physical environment is kept in good working order	<p>Staff to immediately report equipment that is showing wear and tear or a fault</p> <p>SBM / Assistant Premises Officer to complete regular site visits</p> <p>Repairs are undertaken as soon</p>	SBM / Premises Officer	Ongoing	

	<ul style="list-style-type: none"> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> <li>• <i>Appropriate lighting</i></li> </ul>		as possible to minimize disruption			
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Dyslexia friendly</i></li> <li>• <i>Braille</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Pictorial or symbolic representations</i></li> <li>• <i>Sign language Interpreter</i></li> </ul>	To ensure that an environment is created and sustained that secures the inclusion of pupils, staff, parents or visitors whilst working or visiting	SLT and all users of the school	Head Teacher / SLT	Ongoing	

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Learning & Leadership Committee.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Curriculum policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single	General maintenance and development of the site	SBM/ Head teacher	Ongoing
Corridor access	External and internal access	Remain clear, well-lit and accessible. Security features to prevent external access are at wheelchair or child height	SBM/ Head teacher	Ongoing
Lifts	N/A			Ongoing
Parking bays	1 Disabled bay	To remain clearly marked. To be made available to visitors	Reception staff	Ongoing
Entrances	Slight ramp, accessibility buttons	<b>Front door - exit button inaccessible to w/c users</b> Rear exit – exit button accessible at w/c height	SBM	Ongoing
Ramps	Two external entry points F and Y4	Ensure that there is no obstruction at the top of the ramp	Premises officer	Ongoing
Toilets	Main toilets Pupil toilets	To remain clear, accessible and fully operational with	Premises	Ongoing



	Disabled toilet Changing table	correct signage	officer	
Reception area	Window at w/chair height	Window clutter free	Reception staff	Ongoing
Internal signage	Universally recognisable	Placed clearly to show exits	Premises officer	Ongoing
Emergency escape routes	Universally recognisable clearly signed	Placed clearly to show exits	Premises officer	Ongoing